

Annual Survey of Disabled Students 23/24 – Feedback and Actions

At the end of the 23/24 academic year, the Disability Service distributed two brief surveys to students to ask for feedback of their experiences at GCU. These surveys were designed to feed into the ongoing [Disability Review](#).

The first survey was sent to all students with a Recommended Adjustments Page (RAP). The aim of the survey was to establish whether the adjustments in RAPs were being implemented on a consistent basis.

- 70% of students said RAPs were consistently implemented, 10% said it hadn't been implemented and 20% said it was not consistently implemented.
- Almost half of those students with RAPs not being fully implemented, didn't raise it with anyone. Some feedback suggested that this was because they were unsure who to raise it with, or that they didn't feel confident to do so.
- In cases where RAPs were not fully implemented, this most commonly related to class test arrangements or adjustments to teaching materials.

The second survey was sent to all students disclosing a disability. The aim of this survey was to gauge the student experience at GCU. The response rate for this survey was low, making any quantitative analysis of the results unreliable. However, of those who did respond:

- The vast majority felt that GCU was either very or somewhat disability aware.
- A clear majority felt that disabled students had the right opportunities to provide feedback.
- However, only around half knew *how* to feedback on their experience as a disabled student.
- Students were invited to suggest ways in which the experience for disabled students could be improved. Key themes included better implementation of RAPs, more social opportunities for disabled students, disability awareness training for all GCU staff, cost of living support and improved resourcing for the Disability Service.

What have we done with this feedback?

The surveys this year were designed to directly feed into the ongoing Disability Review at GCU. Here are some examples of actions taken, as part of the review, which address student feedback:

- The Disability Service has introduced an enhanced triage system, designed to get RAPs in place earlier for students. This means whilst students are waiting for an appointment, academic staff will have access to a RAP and can implement support earlier for students.
- The role of [Academic Disability Coordinator \(ADC\)](#) has been refreshed. This enhanced role now supports better communication and understanding between academic departments and the Disability Service. ADCs will now have a clearer role and better visibility for colleagues and students alike. Students are encouraged to [report any issues with the implementation of their RAP](#) to the appropriate ADC.
- A [Disabled Students Expert Panel](#) has been created, which is co-chaired by the Disability Service and GCUSA. The panel of students will meet throughout the year and will provide the university with valuable feedback and input based on lived experience. The issues raised through the survey, such as social opportunities for disabled students, will be explored by the panel with any resulting actions feeding into the Disability Review implementation plan.

- The Disability Service and Careers Service are working together to review the support available to disabled students and graduates. This will include looking at improving opportunities for paid work experience and internships for disabled students.
- The university has committed to mandatory training for all staff in its [Equality, Diversity and Inclusion Enabling Plan 2024-2030](#)